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ABSTRACT

This report summarizes the activities of the last 18 months (July 1987 to December 1988) of a 2-year Intern-Scholar Program at the University of Missouri-Columbus, which was designed to develop a program that would provide opportunities for the development of leadership potential within an extended post-graduate internship. It is noted that program activities were based on the developmental approach and designed to build self-knowledge and teamwork skills. The first of three sections of the report includes the names and credentials of the 11 first- and second-year intern-scholars, each of whom had fewer than three years of professional experience, and a list of the seminars, guest speakers, and presentations offered during 1987-88, as well as descriptions of courses from three diverse schools in the university completed by the interns; the interns' mentoring arrangements with senior librarians; and administrative internships through which the interns could increase their understanding of issues and problems facing higher education and of possible unmet needs on the campus. Other activities of the interns are also noted. The second section: (1) assesses the types of data available for determining the effectiveness of the Intern-Scholar program; (2) plans the follow-up investigation, which will use feedback questionnaires to help measure long-term impacts of the program; and (3) summarizes the interns' reactions. A discussion of the results of the study concludes the report. Five appendixes, which make up the major part of the report, include a copy of the intern questionnaire and their responses; a certificate of completion; an ALA poster abstract and handout; and program schedules, forms, and notices. (SD)

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University of Missouri-Columbia Libraries

Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program

Final Report

CLR Grant #3103

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Submitted to
The Council on Library Resources
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CONTENTS

	Page
I. Introduction	1
II. Program Activities	1
Interns	1
Seminars/Guests/Presentations	2
University Courses	3
Mentoring	3
Administrative Internships	3
Other Activities	4
III. Program Evaluation	5
Types of Data	5
Plans for Follow-Up Evaluations	6
Summary of Intern's Reactions	7
IV. Closing Remarks	10

Appendices:

Appendix 1: Intern Responses to Questionnaire
Appendix 2: Evaluation Questionnaire
Appendix 3: Certificate of Completion (Sample)
Appendix 4: ALA Poster Abstract and Hand-out
Appendix 5: Program schedules, forms and notices

Developing Leadership in Academic
Research Librarianship: The UMC Libraries'
Intern-Scholar Program
July 1987 - December 1988

Final Report

I. Introduction:

This report will summarize project activities from July 1, 1987 to December 31, 1988. During this period, a second group of interns joined the program and regularly scheduled activities were gradually phased out. This report will cover the last year and a-half of activities and the results of evaluation surveys from participants.

II. Program Activities

Interns. For 1987-88 the new Intern-Scholars were Nancy Els-Myers, Social Sciences Librarian - Ellis Library, B.S., Education, University of Missouri-St. Louis, M.S., Library Science, University of Illinois; Martha Shirky, Language and Literature Librarian - Ellis Library, B.A., European History, Radcliffe College, M.A. Library Science, and M.A. French Literature, University of Missouri-Columbia; Regina Sinclair, Preservation Librarian - Ellis Library, B.A., Professional Writing, Southern Illinois University at Edwardsville, M.A., Urban Administration, Washington University, M.A., Library Science, University of Missouri-Columbia; and Shelly Worden, Collection Management Librarian - Health Sciences Library, B.A. and M.A., Library Science, University of Missouri-Columbia. This selection brought to eight the number of librarians who participated in the Intern Scholars program. Three of the first-year interns, Isabel Pinto, Ruth Riley and Paula Roper completed

the second year program. Catherine Seago, the fourth member of the first group accepted a new position as Monograph Cataloger at the University of Kentucky in September, 1987.

The Intern-Scholars, each of whom had less than three years of professional experience, were required to complete applications for the program. Candidates submitted current resumes and statements, at the beginning of the program, concerning their short and longer term career goals, how the program would relate to their goals, and a statement of what they hoped to achieve from and contribute to the program.

As was noted in last year's report, the Intern Scholars program is a multifaceted one, the major components of which are described below.

Seminars/Guests/Presentations. Seminars and workshops were scheduled separately for the two groups of interns. The first-year group met once a month, and the second-year group on a bi-weekly basis. Occasional joint meetings were held for guest speakers and for special group projects such as the "Desert Survival" exercise. Guest speakers during 1987-88 were: Dean Mary F. Lenox, of the UMC School of Library and Informational Science, September 1987, on "Internal Dialogue and External Projections;" Professor Ronald Powell, UMC School of Library and Informational Science, October 1987, on "The Role of Research in Academic Librarianship: Preparing the Research Article and Report;" Dr. Jay Barton, Vice President of Academic Affairs, University of Missouri, November 1987, on "The Land-Grant University and Changing Attitudes Towards Higher Education;" Dr. Charles Churchwell, Professor of Library Science, Wayne State University, February 1988, on "A Historical Note for Library Education;" Linda Cain, Director of Libraries at the University of Cincinnati, April 1988, on "Research Libraries and Undergraduates," Deanna Marcum, Vice President of the Counsel of Library

Resources, May 1988, on "Future Trends in Research Libraries", and Joan Rapp, Director of Libraries, University of Missouri-St. Louis, November 1988, on "Undergraduate Library Services."

University Courses. Courses were completed by the interns from Business Management, Higher Education Administration, and the Social Sciences.

Fall 1987 Enrollment

Organizations and Institutions	Sociology 219
College Administration	Higher Education 475
Fundamentals of Management	Management 202

Winter 1988 Enrollment

Social Psychology	Psychology 260
Theories of Personality	Psychology 302
Preservation and Restoration	Library Science 327

Mentoring. In addition to the seminars and coursework, the interns were also involved in mentoring arrangements with senior librarians. Mentors and interns met for approximately two hours each month, to discuss library, professional, and career issues. Comments on mentoring activities from the interns are included in Appendix 1, and mentor reports are included in Appendix 6.

Administrative Internships. The administrative internships were planned to acquaint participants with the context in which the Libraries operate, to increase their awareness of some of the issues and problems facing higher education, and to increase their understanding of possible unmet information needs on the campus. Intern participation was planned around direct involvement, participant observer roles, or by development of special projects. Intern comments on administrative internships are included in Appendix 1. Intern assignments were as follows:

First Year Group

During the Fall Semester 1987, interns Isabel Pinto, Ruth Riley and

Paula Roper began their second year of the program with administrative internships. Each intern allowed approximately four hours/week to these assignments.

Intern	Campus Administrative Sponser	Title
Isabel Pinto	John McCormick	Associate Graduate Dean for Research
Ruth Riley	Bob Smith	Director, UMC Hospitals and Clinics
Paula Roper	Suzanne Holland	Assistant Vice Chancellor, Student Services

Second Year Group

During the Winter Semester 1988, interns Nancy Myers, Martha Shirky, Shelley Worden and Regina Sinclair participated in administrative internships outside of the library.

Intern	Campus Administrative Sponser	Title
Nancy Myers	Jeffrey Chin	Vice Provost for Instruction
Martha Shirky	Richard Wallace	Associate Vice President for Academic Affairs
Shelley Worden	Kee Groshong	Associate Vice Chancellor for Administrative Service

Regina Sinclair, who assumed the newly created position of Head of Preservation and Physical Processing in January 1988, was awarded a special four-month Preservation Internship at the Johns Hopkins University Library. She was only the fourth librarian to receive this award and was the only preservation intern in residence at Johns Hopkins during the period March-June 1988.

Other Activities.

1. An article describing the program was published in the November 1987 issue of College & Research Libraries News. See attached supplement.

2. Interns were presented with certificates of completion during Deanna Marcum's visit to the campus in May 1988. See Appendix 4.

3. Interns developed a poster display on the program that was presented at the New Orleans ALA Conference in July 1988. See Appendix 7.

III. Program Evaluation

Types of Data. Most of the data available for determining the effectiveness of the internship program are considered as "soft data," or behaviorally-based data. Soft data as distinguished from "hard data" are the most difficult to collect and analyze. Four categories of data were selected to examine the effects of the various aspects of this program: 1) New Skills, 2) Changes in Feelings/Attitudes, 3) Self Assessment of One's Development/ Advancement and 4) Initiative. Three of these categories, new skills, development/advancement, and initiative will be used to establish guidelines for the long-term evaluation and follow-up plan for describing the outcomes of the interns over the next three to five years. Feelings/Attitudes were assessed with a survey questionnaire designed and administered by the Project Director. See appendices 2 and 3. Results of this survey are summarized below. The overall evaluation design is as follows:

Participant Reactions

Assessed with questionnaire to determine feelings/attitudes.

Criteria examined

Favorable vs. unfavorable reactions

Attitude changes

Changes in perceptions of job responsibilities

Perceived changes in performance

Level of professional loyalty/commitment

Learning/Behavior/Results

Assessed long-term as follow-up to intern participation, to determine new skills, development, advancement and initiative.

Criteria examined

New Skills

Decisions made
Problems solved
Conflicts avoided
Listening skills

Initiative

Implementation of new ideas
Successful completion of projects
Number of suggestions submitted
Number of suggestions implemented

Development/Advancement

Number of promotions
Number of pay increases
Number of training programs attended
Requests for transfer
Performance appraisal ratings
Increases in job effectiveness

Plans for Follow-Up Evaluation. The follow-up will relate back to the previous evaluation and will involve the use of a feed-back questionnaire.

The primary purpose of the follow-up is:

To help measure the longer term impact of the program.

To isolate the areas where participants show the most improvement.

To compare the responses at follow-up time with those provided at the end of the program.

Guidelines that project directors will follow to enhance effectiveness of follow-up evaluation:

1. Determine progress made since the program
2. Ask many of the same or similar questions
3. Solicit reasons for a lack of results

4. The participants should expect a follow up

5. Follow-up information should be shared with participant's supervisor

6. Completing the follow-up data should be required

7. Consider a follow-up assignment

The follow-up is intended to reinforce the participants' learning and to get information on how they have been able to transfer their learning experience to their own job or life situation.

Summary of Intern's Reactions. The interns completed a questionnaire at the end of the program (see Appendices 2 and 3). Preliminary analysis of the responses from seven of the eight participants indicates that all parts of the program were of significant value to at least one or more interns. Of the five major activities, the seminars, which included guest speakers and in-house management skills workshops were cited most often as the most valuable aspect of the program. Coursework and mentoring tied for the second most valuable. Other activities (including attendance at conferences) was the third most valuable aspect of the program.

The activities that were found to be least valuable overall by the interns were mentoring and the administrative internships. The seminars were cited by two interns as either too structured or too assessment-oriented while the internships and mentoring were characterized as not structured enough. One intern, however, stated the following, "I can't say that I have found any component the least valuable. They all had different objectives to them and without all of the components this would not have been a complete program."

Activities that the interns would have liked to had expanded were, more time for seminar discussions and administrative internships and additional graduate courses. Interns also expressed interest in including travel to other research libraries.

Most of the interns felt that they became more effective librarians because of the intern-scholar experience. Some comments from questionnaire: 1) "Some of the insights gleaned from speakers were helpful, especially in terms of career goals." 2) "Contact with faculty via internships yielded broader perspectives on university and how library fits into picture." 3) "I feel that perhaps I will be a more effective librarian/manager in the future..." 4) "I have grown professionally and personally through the program."

The intern-scholar experience appears to have had greater impact on how the interns view themselves and their work environment than on producing significant change in actual work roles. Majority of comments on impact of program pertained to view of self, view of libraries, view of campus, and view of others. Least impact was described for work roles, and personal habits. Other professional roles and personal relationships were acknowledged as experiencing significant changes by the interns.

The following comments from three interns summarizes how the interns would describe the program to a friend: 1) "I would tell a friend that the CLR Intern-Scholar program is a comprehensive leadership development program that aims to build cognitive and intuitive understanding of leadership in libraries. The classes and seminars teach an intellectual knowledge of leadership, insofar as our culture understands it at this time, while the mentorships and internships develop personal skills that enhance leadership. I think the balance of activities is the outstanding aspect of UMC's program." 2) "This is a program which teaches you how to understand yourself better in order to become a more effective leader-manager. It explores the dynamics of good leadership by comparing and contrasting it with good management. By pointing out various reading resources, it suggests a limitless learning

experience is possible." and 3) "I would describe it as a program that allows a junior librarian through different avenues (seminars, mentorship, internship and coursework) to get a better view of themselves personally and professionally and also to understand relationships between libraries and the environment they must function in."

All of the participants stated that they would recommend an in-service professional development internship to others. Some of the reasons were 1) "... provides opportunities not usually available to beginning librarians." 2) "Most aspects of the program could be built into any library's program at very little cost." 3) "I consider it a valuable endeavor for librarians at all professional levels. 4) "...an excellent opportunity to examine activities and views."

In consideration of personal objectives for participating in the program, the majority of the interns felt that their objectives were accomplished. Of six interns that were surveyed, three indicated "very much"; two indicated "quite well"; and one "somewhat." All interns indicated that their involvement was worth the time and effort.

Additional comments from questionnaire:

"One outcome that is not referred to anywhere else is the feeling of resentment that I sensed from mid-level librarians who were excluded from the program. I think that some feel we were given special treatment and opportunities not available to them.

Perhaps a solution would be to broaden the program to include not only beginning librarians or to offer a different program focused on the needs of mid-level librarians.

Another problem is that I often felt guilty about being gone from the library due to meetings involved in the program. This is no doubt because of

our staff shortage at present but it certainly detracted from my enjoyment of the program."

"The program offered great variety; and I was often astounded at some new personality assessment tool, for example, that was provided. The program was stimulating and gave me a great deal to think about."

IV. Closing Remarks:

The outcomes of the UMC/CLR Recent Graduate Intern program should be useful to other ARL libraries that may be planning or considering post-master's internships as extensions of formal training, or as variations of on-going staff development. All libraries must now look for ways to develop the skills of new librarians while continuing the day-to-day work of the library.

Changes in technology, staffing and work flow patterns, administrative structures, library systems and procedures, have called for skills and training in new areas, and have posed the challenge of finding ways to provide this training with limited resources. In terms of leadership, more new programs, such as the CLR Recent Graduate program, need to be developed that include training opportunities that go beyond developing the skills required for accomplishment of tasks. Those programs should be designed to improve the abilities of staff in broader areas such as human relations, management and supervision, planning and decision-making, and coping with organizational change.

The CLR Recent Graduate Intern program, at the University of Missouri-Columbia, has served as a vehicle for implementing unique and innovative methods for advancing the library profession and for allowing our junior librarians the opportunity to participate actively in the affairs of the library and the university. It appears that the interns have all 1) experienced higher levels of awareness of the role of the research library

within the university, 2) evaluated and enhanced long-term career plans, and 3) developed a sense of appreciation for the significance of cultivating leadership abilities and qualities.

Program Evaluation

Appendix 1

of

Final Report

Appendix 1

University of Missouri-Columbia Libraries
CLR Intern-Scholar Program

Program Evaluation - Version 2

Part I: Subjective (Essay) Responses

Q1. What aspects of the Intern-Scholar Program have you found most valuable to you? (Explain or give examples.)

1.1 Classwork (especially Sociology 219) was very beneficial in putting organizational studies in perspective and in expanding my area of expertise in Sociology.

Internship with Jeff Chinn - not the personal relationship with Chinn but the experience of sitting in on a campus-wide faculty committee (see previous evaluation for details).

Opportunity to attend ALA and ACRL.

Guest speakers, especially Deanna Marcum.

1.2 Most valuable to me were the coursework, the majority of in-house seminars and the mentorship. I enjoyed the theoretical group discussions and appreciated the manner in which they paralleled the coursework. Also noteworthy were the exercises especially those emphasizing teamwork. The guest speakers were invariably stimulating.

1.3 The coursework - The Fundamentals of Management course was of great value to me. I found the material to be highly applicable to my everyday work environment. I had not had the opportunity to complete coursework in this area while an undergraduate or during library school.

The seminars - The exercises and inventories for self-assessment provided me with a better understanding of my strengths and weaknesses. Studying different models of leadership has broadened my view of myself as a librarian.

1.4 I found the classes and the seminars to be most valuable to me. The two classes that I took were University Management and Statistics. Both provided me with information and skills that should prove useful. The seminars were informative and stimulating, exposing me to a wide variety of concepts. Further, to a lesser degree, the practicum or "internship" was interesting since I visited various departments on the campus.

1.6 The stimulating contact with the outside world of librarianship. The chance to meet with Linda Cain and Deanna Marcum and to go to ALA gave me a wider vision of the profession than I would have had otherwise. Both experiences have given me much to ponder about how to play an active role as a librarian.

1.7 The self-assessment material was most valuable to me. While it revealed nothing that was totally surprising, it reinforced some of my positive attributes and objectively described some traits I might like to modify by showing how they effect my performance as a manager-administrator.

1.8 I have found the seminars and mentorship components of the Intern-Scholar Program to be the most valuable. The seminar discussion activities that related to professional and personal growth I found very interesting and helpful. (Ex. In-House Exercises, Myer-Briggs).

I found the mentorship valuable because it allowed you to discuss topics with a senior librarian. It allowed you to discuss such topics as professional growth, job responsibilities.

Q.2 What aspects of the Intern-Scholar Program have you found <u>least</u> valuable to you? (Please explain or give examples).

2.1 Seminar discussions based upon personality inventories, self-assessment instruments, Myer-Briggs etc. I have a philosophical disagreement with the whole concept. I believe that much of behavior and attitudes are contextual and <u>not</u> very predictable. I do not agree with gender-based management styles. There was never enough time in the seminars to discuss varying opinions and alternative approaches. (I realize this is my own bias but would like to see alternatives explored).

2.2 Least valuable to me were the campus internships - the administrators were much too busy, the guidelines too few or too vague, the intern became someone to "intertain" rather than someone to "instruct." The concept of internships, however, is very solid. The experience might be improved by allotting a longer, continuous time commitment and more specific guidelines.

2.3 This is difficult to answer since all aspects of the program were of definite value. My mentoring experience was very positive in terms of a professional contact in an area of specialized librarianship outside of my own. I don't think, however, that our relationship reached the potential that it could have. This was probably due to a lack of time on both of our parts.

2.4 For me personally the mentorship component was least valuable. I must stress the personally, however. There is nothing inherently wrong with the concept. A relationship of this nature has to develop between the individuals involved nonetheless. Unfortunately, in my case it never really took. This is not to say that I do not have an o.k. relationship with the other individual. It is definitely not a mentorship relationship though.

2.6 I think the seminars are too structured. More time for free discussion would have been useful. One of the goals of the Intern-Scholar program is formation of a support group for beginning librarians, and that happens best when group members can spend some time in free discussion of problems as they arise.

On the other hand, I think the internships and mentorships are not structured enough. I think beginning librarians do not know enough about the profession and often about themselves to design their own program. Maybe working on a small, concrete task for the betterment of the libraries would have provided a framework for these programs.

2.7 The mentor arrangement was least valuable to me because I did not have one.

2.8 I can't say that I have found any component the least valuable. They all had different objectives to them and that without all of the components this would not have been a complete program.

Q3. What activities in the Intern-Scholar program would you like to have had:

a. Expanded

3.1 Discussion sessions of seminars perhaps through informal get togethers.

3.2 Internships (greater time commitment).

3.3 More speakers who are actively writing or researching in the area of management in librarianship.

3.4 Classes.

3.6 Contact with faculty and administrators on this campus; also librarian at other institutions.

3.7 The time allowed for discussion as we work through modules.

b. Included

3.1 More on developing confidence as a speaker and spokesperson. Work on an actual project with a problem to solve as group.

3.2 Site visits (some type of exchange with other institutions).

3.3 Possibly more involvement in actual policy making in the library system.

Let us attend Library Council meetings!

3.4 Travel to other libraries.

3.6 Free discussion of current problems with other interns. I also think it would have been interesting if the interns had worked together to solve a real problem in the library.

3.7 Examples from participant's actual work situation: applications for what we learn.

3.8 Other senior librarians as speakers.

c. Reduced

3.2 Internships (second semester).

3.3 I think that one semester of intership in another area of campus would be sufficient.

3.4 All activities were basically sound.

3.7 Nothing.

d. Deleted

3.1 Personality inventories, personal management styles etc. (See #2 above).

3.2 None.

3.3 None.

3.4 None.

3.7 Nothing.

Q4. Do you feel you are a more effective librarian because of your Intern-Scholar experiences? (Please explain or give examples).

4.1 Some of the insights gleaned from speakers were helpful especially in terms of career goals.

Class work helpful in increasing knowledge and confidence in Sociology.

Contact with faculty via internship yielded broader perspective on universities and how library fits into picture.

4.2 I feel that perhaps I will be a more effective librarian/manager in the future - my current position provided little opportunity to exercise administrative/leadership skills.

4.3 Definitely! I am more ambitious, self-confident, visionary. I am more aware of career paths, management styles, current issues in higher education, and models of leadership.

4.4 Due to the internship experience, I was allowed to interact with librarians from various areas. This taught me some things about libraries that it might have taken me longer, much longer, to learn on my own. Further, the opportunity to get out onto the campus and talk to the staffs of various departments was very enlightening.

4.6 Yes. I was inspired to mount an exhibit on the Missouri Writer's Biennial by a meeting I went to at ALA. I was gratified by the favorable response I got from the exhibit and am now planning to turn the interview into an article for Missouri Alumus. I would like to do similar exhibits and interviews in the future as a way of showing the library's appreciation of fine writers on this campus. If I had not gone to ALA, I probably would not have taken the initial step to do an exhibit.

4.7 I am more effective because I have received excellent training while an intern scholar. It was good to attend ALA, which CLR sponsored. My training was balanced by the reality of what is going on in the field.

4.8 Yes, I do feel that I am a more effective librarian because of my participation in the Intern-Scholar Program. I have grown professionally and personally through the program. The different seminar activities such as the Myer-Briggs showed me what some of my strengths are and also what some of my weaknesses I need to improve are. The internship showed me the relationship between the library and the university.

Q5. Did the Intern-Scholar experience have a significant impact or produce some change in the following: (Please explain or give examples).

a. Work roles

5.2 No significant effect.

5.3 Somewhat. Colleagues were very curious about the program and what I was gaining from it.

5.4 None that seem apparent.

5.6 I want to incorporate new ideas I have come in contact with through classes, seminars, etc. into my role as reference librarian.

5.7 No.

b. Other professional roles

5.2 Greater awareness of importance of networking; more interest in committee/professional organization involvement.

5.3 Became more aware of my role as a librarian in contrast to those of professors and administrators.

5.4 Have a greater interest in ALA, publishing, and all around professional growth.

5.6 I have a greatly expanded notion of what librarians can do in their jobs because of the program. I conceive of the profession as activist now.

5.7 No.

c. Personal relationships

5.1 Developed camaraderie with other interns.

5.2 No significant effect except maybe with mentoring.

5.3 No.

5.4 Feel friendly toward other interns.

5.6 I feel especially close to the other Intern-Scholars in my group. I have a real appreciation of Nancy Myers' talents that I would not have had without the program.

5.7 No.

d. Personal habits, activities

5.2 Tried to become a more active listener; better public speaker.

5.3 Did start to watch for journal articles, magazine articles on leadership in general.

5.4 Now try to find out how other librarians work, organize activities, etc.

5.7 No.

e. Your view of yourself

5.1 Enhanced self-confidence and status as representative of library profession.

5.2 Appear more confident - a little more in touch with strengths/weaknesses.

5.3 Began to think of my potential as a possible leader - more aware of my role as a professional.

5.4 Some of the exercises were helpful in effort to examine self.

5.6 I can't say that my view of myself has changed, but I will have to wait several years to see the results of the program in this regard.

5.7 No.

5.8 A better idea of my strengths and weaknesses. Found that I had more strengths then I previously thought.

f. Your view of others

5.2 Tried to be more accepting but sometimes became more critical.

5.3 Became more aware of people's management styles and communication skills.

5.4 See how others struggle to learn and grow.

5.6 I now know how rewarding working on a group project can be. I feel confident that I can give and take in a cooperative way.

5.7 No.

g. You view of the libraries

5.1 Mentorship with Dean Schmidt expanded my view beyond Ellis to see how things are done differently elsewhere.

5.2 More critical of administration in addition to better understanding of administrative problems and constraints.

5.3 Definitely grew to see the libraries from the outside while serving in the interships.

5.4 Complex, striving organization, beset by many demands, with low resources, attempting to meet wide variety of needs was image of library I developed over course of program.

5.6 I see a potential for action in the libraries that I wouldn't have without the Intern-Scholar Program.

5.7 No.

5.8 Gave me a better idea of how the library operates.

h. Your view of the campus

5.1 Internship on faculty committee helped shape view that libraries and librarians are treated with benign neglect.

5.2 More critical of administration in addition to better understanding of administrative problems and constraints.

5.3 More in contact with faculty concerns and issues as a result of interships.

5.4 See that problems of library are those of other units (e.g., low budget, inadequate staffing levels, etc.)

5.6 I want to build bridges between the libraries and the campus because I know there is a mutual need that is not always recognized.

5.7 No.

5.8 How complex the university is and how one relationship affects other relationships on campus.

Library and its effect on rest of the University.

Q10. How would your describe the CLR Intern-Scholar Program to a friend or colleague? (Please explain or give examples).

10.1 A good opportunity for beginning librarians to do things they wouldn't ordinarily get to do (e.g. internship).

A good introduction to the profession with opportunity to actually talk with leaders in the library field (e.g. Deanna Marcum).

10.2 A very worthwhile program designed to build or enhance the managerial and leadership potential of new librarians through a host of stimulating and educational activities.

10.3 An excellent opportunity to learn about yourself, to challenge your views of librarianship, to think about the role of leadership in libraries today. It is a chance to see the libraries from a different vantage point other than <u>your</u> desk in <u>your</u> office.

10.4 An attempt to give beginning librarians the tools that they need to perform more efficiently, and happily, and to develop leadership skills. To accomplish its goals, it provided 4 components: mentoring, classes, seminars, and the practicum. These aspects of the program served to expose the interns to a wide variety of experiences and ideas.

10.6 I would tell a friend that the CLR Intern-Scholar program is a comprehensive leadership development program that aims to build cognitive and intuitive understanding of leadership in libraries. The classes and seminars teach an intellectual knowledge of leadership, insofar as our culture understands it at this time, while the mentorships and internships develop personal skills that enhance leadership. I think the balance of activities is the outstanding aspect of UMC's program.

10.7 This is a program which teaches you how to understand yourself better in order to become a more effective leader-manager. It explores the dynamics of good leadership by comparing and contrasting it with good management. By pointing out various reading resources, it suggests a limitless learning experience is possible.

10.8 I would describe it as a program that allows a junior librarian through different avenues (seminars, mentorship, internship and coursework) to get a better view of themselves personally and professionally and also to understand relationships between libraries and the environment they must function in.

Q11. Would you recommend an in-service professional development internship to others? (Please explain or give examples).

11.1 As stated above, I think it provides opportunities not usually available to beginning librarians.

11.2 I definitely would - I consider it a valuable endeavor for librarians at all professional levels.

11.4 It is an excellent opportunity to examine activities, views, etc. Too frequently, in a fast-paced job (referring to the level of work) an individual only has the time to react rather than to plan and perhaps innovate. Whereas, the internship program did not eliminate the hectic tempo of the job, it reemphasized the need to evaluate procedures rather than to blindly accept things because they are status quo.

11.6 Absolutely. I think most aspects of the program could be built into any library's program at very little cost. I think all beginning librarians everywhere should be able to take courses, work with mentors and participate in on-campus internships in order to feel well-launched in the profession. A development program can save years of learning the hard way about how to take an active role in self-development and in participation in the profession as a whole.

11.7 Librarians are not especially well-rounded in their understanding of themselves in relation to their work place. Library managers and administrators have the capability to disseminate the positive outcomes of professional development.

11.8 Yes, I would recommend such a program to others because I feel that everyone could use some guidance in preparing for the future.

Q14. If you have further comments about any aspect of the program, please express them below, or attach sheets as needed.

14.1 One outcome that is not referred to anywhere else is the feeling of resentment that I sensed from mid-level librarians who were excluded from the program. I think that some feel we were given special treatment and opportunities not available to them.

Perhaps a solution would be to broaden the program to include not only beginning librarians or to offer a different program focused on the needs of mid-level librarians.

Another problem is that I often felt guilty about being gone from the library due to meetings involved in the program. This is no doubt because of our staff shortage at present but it certainly detracted from my enjoyment of the program.

14.2 The first year of the program was excellent! As the activities were phased out in the second year, I began to feel less attached and interested. Perhaps the program schedule is a bit too long.

14.3 Thanks for the opportunity!

14.4 The program offered great variety; and I was often astounded at some new personality assessment tool, for example, that was provided. The program was stimulating and gave me a great deal to think about.

Part II: Objective (Quantitative) Responses:

Q6. My evaluations of specific program activities are:

	Minimal Value 1	2	3	4	Great Value 5
a. Seminars	0	1	0	5	2
b. Coursework	0	0	2	2	3
c. Internships	0	1	2	2	2
d. Mentoring	1	0	5	0	1
e. Guest Speakers	0	0	2	3	2
	3%	6%	31%	31%	29%

Q7. Did you find the quality of this program to be:

1. Poor = 0
2. Fair = 0
3. Average = 0
4. Good = 5 (71%)
5. Outstanding = 2 (29%)

Q8. Please rate the program for the qualities listed below:

	5 Outstanding	4 Good	3 Average	2 Fair	1 Poor
a. Thoroughness	4	3	0	0	0
b. New ideas gained	2	4	1	0	0
c. Helpful to self-development	3	3	0	1	0
d. Relevance to your job	2	3	2	0	0
e. Efficient use of time	1	3	3	0	0
f. Maintaining your interest	1	6	0	0	0
g. Clear, understandable	1	6	0	0	0
h. Practical value	2	4	1	0	0
	28%	57%	13%	2%	0%

Q9. The organization and coordination of the program was:

1. Poor = 0
2. Fair = 0
3. Average = 0
4. Good = 4 (57%)
5. Excellent = 3 (43%)

Q11. Would you recommend an in-service professional development internship to others? (Please explain or give examples).

1. Yes = 7 (100%)
2. Undecided = 0
3. No = 0

Q12. In consideration of your personal objectives for participating in the program, do you feel that those objectives were accomplished?

1. Not at all = 0
2. Hardly = 0
3. Somewhat = 1 (14%)
4. Quite well = 3 (43%)
5. Very much = 3 (43%)

Q13. Was your involvement worth the time and effort?

1. Yes = 7 (100%)
2. Undecided = 0
3. No = 0

Program Evaluation

Questionnaire

Appendix 2

of

Final Report

University of Missouri-Columbia Libraries

CLR Intern-Scholar Program

Program Evaluation

Directions: As part of our effort to evaluate the effectiveness of the Intern-Scholar program, we would appreciate your completing this questionnaire. You need not indicate your name.

1. What aspects of the Intern-Scholar Program have you found most valuable to you? (Please explain or give examples).

2. What aspects of the Intern-Scholar Program have you found least valuable to you? (Please explain or give examples).

3. What activities in the Intern-Scholar program would you like to have had:

   a. Expanded

   b. Included

   c. Reduced

   d. Deleted

4. Do you feel you are a more effective librarian because of your Intern-Scholar experiences? (Please explain or give examples).

5. Did the Intern-Scholar experience have a significant impact or produce some change in the following: (Please explain or give examples).

   a. Work roles

   b. Other professional roles

   c. Personal relationships

   d. Personal habits, activities

   e. Your view of yourself

   f. Your view of others

   g. Your view of the libraries

   h. Your view of the campus

6. My evaluations of specific program activities are (check one):

	Minimal Value 1	2	3	4	Great Value 5
a. Seminars	____	____	____	____	____
b. Coursework	____	____	____	____	____
c. Internships	____	____	____	____	____
d. Mentoring	____	____	____	____	____
e. Guest Speakers	____	____	____	____	____

7. Did you find the quality of this program to be (select one):

Poor	Fair	Average	Good	Outstanding
1	2	3	4	5

8. Please rate the program for the qualities listed below:

	5 Outstanding	4 Good	3 Average	2 Fair	1 Poor
a. Thoroughness	____	____	____	____	____
b. Hew ideas gained	____	____	____	____	____
c. Helpful to self-development	____	____	____	____	____
d. Relevance to your job	____	____	____	____	____
e. Efficient use of time	____	____	____	____	____
f. Maintaining your interest	____	____	____	____	____
g. Clear, understandable	____	____	____	____	____
h. Practical value					

9. The organization and coordination of the program was:

Poor				Excellent
1	2	3	4	5

10. How would you describe the CLR Intern-Scholar Program to a friend or colleague? (Please explain or give examples).

11. Would you recommend an in-service professional development internship to others? (Please explain or give examples).

Yes ( ) Undecided ( ) No ( )

12. In consideration of your personal objectives for participating in the program, do you feel that those objectives were accomplished?

Not at all	Hardly	Somewhat	Quite well	Very much
1	2	3	4	5

13. Was your involvement worth the time and effort?

Yes ( ) Undecided ( ) No ( )

14. If you have further comments about any aspect of the program, please express them below, or attach sheets as needed.

_____

_____

_____

Sources: Project PROF: A Professional Development Program for College Faculty, Colleen R. Cooper, Michigan State University 1982, ERIC ED#214463.

Training Strategies from Start to Finish, Paul G. Friedman and Elaine A. Yarbrough, Prentice-Hall, 1982.

Certificate of Completion

Appendix 3

of

Final Report

The University of Missouri-Columbia
University Libraries

CLR Recent Graduate Intern Program Certificate

The University of Missouri-Columbia Libraries

Certifies that

has completed the Intern-Scholar Program in Leadership Development
under the sponsorship of the Council on Library Resources.
Presented at The University of Missouri-Columbia.

Deanna B Marcum

Vice President
Council on Library Resources

Director
University Libraries

ALA Poster Session

Abstract and Handout

Appendix 4

of

Final Report

UNIVERSITY OF MISSOURI-COLUMBIA

University Libraries

Administrative Offices
Columbia, Missouri 65201-5149
Telephone (314) 882-4701

Title: Developing Leadership in Academic Research Librarianship: The UMC Libraries' Intern-Scholar Program[1]

Author: Rosie L. Albritton
Assistant-to-the-Director of Libraries for Library Research, Grants and Planning, and Director of the Intern-Scholar Program
University of Missouri-Columbia

Abstract:[2]

The University of Missouri-Columbia Libraries were awarded a two-year grant of up to $73,205 by the Council on Library Resources in June 1986 to develop an experimental internship program for librarians with less than three years of experience. The program is known as the "Intern-Scholar" program and is designed to provide opportunities for the development of leadership potential within an extended post-graduate internship. Program activities include in-house seminars, university courses, mentorships and administrative internships outside of the library. The Intern-Scholar program is based on a definition of leadership that integrates personal qualities in working relationships with situational interactions that involve work performance, skills, and knowledge. The outcomes of the program are expected to be useful to other libraries planning or considering post-master's internships as extensions of formal training, or as variations of on-going staff development, in-service training or continuing education programs for the purpose of developing more effective staff development and training programs for library leadership. The overall aim of the program is to encourage participants to identify key issues, challenges and problems in research librarianship, and then to address them with newly acquired skills or with skills they already possess under the tutelage, guidance and mentoring of senior-level librarians, program directors, and campus-wide administrators. While the primary mission of the Libraries is to support the teaching, research, and public service programs of the University, they also seek to recruit, train, and develop a well-qualified, informed and service-oriented staff. Four junior librarians were selected for the 1986-87 program in July 1986. Four more librarians will be selected in 1987-88, for a total of eight. The Intern-Scholars for 1986-87 are Isabel Pinto, Ruth Riley, Paula Roper and Catherine Seago.

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[1]Funding for this program was provided by the Council on Library Resources Grant #3103. The UMC Libraries' proposal was developed by Rosie Albritton, a CLR Fellow during her studies at the University of Michigan, which included an administrative internship at Northwestern University.

[2]Taken from an article on the Intern-Scholar Program, scheduled for publication in the July 1987 issue of Show-Me Libraries.

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VI-3

A Leadership Development Model: The UMC Libraries' Intern-Scholar Program. NANCY ELS, ISABEL PINTO, RUTH RILEY, PAULA ROPER*, MARTHA SHIRKY*, REGINA SINCLAIR, SHELLEY WORDEN. University of Missouri-Columbia, Columbia, MO.

Academic libraries need effective leaders to guide them into an uncertain future of shrinking resources and accelerating change. The University of Missouri-Columbia's Intern-Scholar program seeks to prepare junior librarians for such leadership by helping them develop self-knowledge, interpersonal and management skills. Funded by the Council on Library Resources in 1986, the program is based on a definition of leadership that integrates personal qualities with technical knowledge and skills. Interns participate in activities in four areas: (1) in-house seminars and workshops on communication, self-development, group dynamics, and teamwork; (2) coursework in business administration, management, behavioral science, social science, and higher education; (3) mentorships with senior librarians; and (4) administrative internships with high-level campus administrators. The program gives recently-graduated librarians a wider perspective on academic librarianship and the context in which university libraries operate. The UMC plan is unique because of its multi-faceted approach to leadership training and can serve as a staff development model for other libraries.

UNIVERSITY OF MISSOURI-COLUMBIA

AUTHORS: Nancy Myers, Isabel Pinto, Ruth Riley, Paula Roper, Martha Shirky, Regina Sinclair, & Shelley Worden

TITLE: A Leadership Development Model: The UMC Libraries' Intern-Scholar Program

The University of Missouri-Columbia's Intern-Scholar Program prepares junior librarians for leadership by helping them develop self-knowledge, and interpersonal and management skills. The program was developed by Rose Albritton, Assistant to the Director for Research, Grants, and Planning, and Dr. Thomas Shaughnessy, Director of Libraries. Funded by the Council on Library Resources in 1986, the program is based on a definition of leadership that integrates personal qualities with technical knowledge and skills. Interns participate in activities in four areas: (1) inhouse seminars on communication, self-development, group dynamics, and teamwork; (2) coursework in business administration, management, behavioral science, social science, and higher education; (3) mentorships with senior librarians; and (4) administrative internships with high-level campus administrators. The program gives recently-graduated librarians a wider perspective on academic librarianship and the context in which university libraries operate.

Initial seminars are devoted to individual assessment through techniques such as the Myers-Briggs Type Indicator. These instruments aid the participants in formulating personal goals for the internship. Later meetings include exercises that test creative thinking, leadership abilities and cooperative decision-making. Discussion after the exercises encourages self-analysis and application of the exercises to real-life situations. Through shared activities in the seminars, the interns form a support group for each other as beginning librarians. In a relaxed environment without distractions, the group can compare experiences and provide mutual encouragement that makes transition into the profession of librarianship easier.

A unique aspect of the Intern-Scholar program is the out-of-library into-campus experience of classwork for credit to augment seminar discussions and provide an opportunity for in-depth study of various topics relating to management. The courses range from Economics to Sociology to Psychology to Higher Education to Business Administration and Management. Nearly all participants begin to see the practical applications to their

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daily job situations and, as a latent function, the classes also serve to put academic librarians in touch with the world of the students they serve.

Mentorship has benefits for the mentor as well as the protege. Renewing enthusiasm, transmitting goals and values, establishing a warm collegial relationship, sharing experiences, networking, and exposure to new approaches through association with a recent-graduate are among the benefits a mentor might derive from the relationship. Out of a willingness to aid the professional development of others, and a realization of the personal growth that mentoring facilitates, the highly skilled librarians who were approached as potential mentors accepted readily. Serving as a mentor means added responsibility for individuals whose charges are already considerable. Each mentor incorporates this new role into his/her agenda nonetheless, providing the interns with mentorship experiences that are broad, varied, creative, stimulating, and memorable.

The internship component was developed to give junior librarians an understanding of the University's environment outside the boundaries of the library. The internships are not structured before the interns enter them. They develop on an individual basis according to the interests of the intern and the programs within each assigned department.

A notebook entitled DEVELOPING LEADERSHIP IN ACADEMIC RESEARCH LIBRIANSHIP accompanies the internship program. The compilers, Rose Albritton and Thomas Shaughnessy, designed the book for the interns to use as a self-teaching resource to supplement other program activities and to use as a tool for future reference. The contents are selections of articles and exercises on leadership development. Libraries Unlimited of Littleton, Colorado will publish the book in 1989 with the tentative title of DEVELOPING LEADERSHIP IN THE LIBRARY: A SOURCEBOOK.

Evaluation of the project occurs through questionnaires that participants complete after each activity and through reports that mentors, administrative sponsors and interns submit after each academic term. The standard in the reports is progress toward realization of the interns' individual goals for the program. Long-range evaluation will take place in the 3-5 years after each intern completes the program. Project directors will monitor job performance evaluations and career development patterns to look for high ratings and early promotions to senior level positions as confirmation of the program's success.

The Intern-Scholar Program was supported by CLR GRANT #3103.

Program Schedules, Forms, Notices

Appendix 5

of

Final Report

UNIVERSITY OF MISSOURI-COLUMBIA LIBRARIES

CLR Intern-Scholar Program
Year-3 Timetable

AUGUST - SEPTEMBER 1988

1. Interns Prepare Year-2 Reports
2. Establish Calendar for Year-3 Activities
3. Select Seminar Topics/Speakers
4. Plan Program Evaluation Methods
5. Preparation of Resource Notebook Manuscript

OCTOBER - DECEMBER 1988

1. Seminars (Campus Officers and Visiting Scholars)
2. Bi-Monthly Meetings/Workshops (In-House)
3. Mentoring Activities
4. Preparation of Resource Notebook Manuscript
5. Program Evaluation
6. Submit Final Narrative Report to CLR

JANUARY - APRIL 1989

1. Seminars (Campus Officers and Visiting Scholars)
2. Bi-Monthly Meetings/Workshops (In-House)
3. Mentoring Activities
4. Submit Resource Notebook Manuscript to Publisher
5. Submit Final Financial Report to CLR
6. ACRL Conference

University of Missouri-Columbia Libraries

CLR Intern-Scholar Program
Tentative Schedule of Meetings and Seminars

October 1988

In-House Workshop R. Albritton - Presenter	Wed. 10/19/88 2:30 p.m.

November 1988

Guest Seminar - Joan Rapp University of Missouri-St. Louis	Tues. 11/29/88 11:00 a.m.

February 1989

Guest Seminar - Pat Swanson University of Chicago	Fri. 2/3/89 3:00 p.m.
In-House Workshop T. Shaughnessy - Presenter	Wed. 2/15/89 2:30 p.m.

April 1989

Guest Seminar - Visiting Scholar	To be scheduled

UNIVERSITY OF MISSOURI-COLUMBIA LIBRARIES

CLR Intern-Scholar Program
Year-2 Timetable

JULY - AUGUST 1987

1986 Interns

1. Final Reports Submitted for Year-1 Activities
2. Selection of Administrative Internship Sites
3. Establish Calendar for Year-2 Activities
4. Selection of Seminar Topics/Speakers
5. Plan Program Evaluation Methods

1987 Interns

1. Selection and Announcement of Intern-Scholars
2. Arrange Fall Semester Course Enrollments
3. Plan for Orientation Seminar
4. Establish Calendar for Year-2 Activities
5. Selection of Seminar Topics/Speakers
6. Plan Program Evaluation Methods

AUGUST - SEPTEMBER 1987

1986 Interns

1. Plan details of Fall-Term Seminars, Workshops and Other Activities
2. Appointment of Interns to University Administrators

1987 Interns

1. Plan details of Fall-Term Seminars, Workshops and Other Activities
2. Enrollment of Intern-Scholars in Fall Semester Courses
3. Orientation Seminar

SEPTEMBER - DECEMBER 1987

1986 Interns

1. Administrative Internships
2. Seminars (Campus Officers and Visiting Scholars)
3. Monthly Meetings/Workshops (In-House)
4. Mentoring Activities
5. Completion of Formal Program Activities

1987 Interns

1. University Coursework
2. Seminars (Campus Officers and Visiting Scholars)
3. Bi-Weekly Meetings/Workshops (In-House)
4. Arrangements for Campus Internship Placements
5. Selection and Appointment of Mentors

DEVELOPING LEADERSHIP POTENTIAL IN ACADEMIC RESEARCH LIBRARIES

By Rosie L. Albritton

Assistant-to-the-Director of Libraries for Library Research, Grants and Planning, and Director of the Intern-Scholar Program, University of Missouri-Columbia

Most organizations, including academic research libraries, do not have developmental programs for leaders partly because the traits and skills which comprise leadership functions have not been clearly specified and are not adequately understood. There is evidence throughout the literature that leadership can be taught or developed. This view of leadership is meaningful if we define it as an evolution based on a combination of skills, experience, knowledge and intuitive understandings. This paper will examine a developmental model of management training that emphasizes self-development and self-awareness. These core behavioral concepts are essential for establishing sound leadership development programs with both educational and behavioral foundations.

The University of Missouri-Columbia Libraries were awarded a two-year grant by the Council on Library Resources in June 1986, to develop a program that would provide opportunities for the development of leadership potential within an extended post-graduate internship. Program activities are based on the developmental approach and are designed to build self-knowledge and teamwork skills. This broad-based program is known as the CLR Intern-Scholar program and is based on a definition of leadership that integrates personal qualities in working relationships with situational interactions that involve work performance, skills, and knowledge. The outcomes of the program are expected to be useful to other libraries planning or considering educational programs for the purpose of developing more effective management development and training programs for library leadership.

The purpose of the developmental approach is to promote effective interpersonal functioning in managers. This involves knowing what traits and skills are to be enhanced and then designing programs which cultivate a deep understanding of human nature and of each individual participant's own self. It is from a sense of self that leadership behaviors emerge. Self-confidence and assertion -- natural partners to effective management -- come both from experience and personal development. Personal development can be greatly assisted by developmental programs which nurture the participant's self-awareness and understanding of his or her relationship style to others. The acceptance of one's self, which is at the heart of courageous leadership, comes primarily through self-understanding and through developmental programs which are grounded in a sound behavioral framework. The application of the developmental model makes leadership both a function of personality structure and situational interaction. Defining leadership will then involve an examination both of what a leader <u>is</u> (i.e., personal attributes, physical traits, energy levels, abilities, etc.) and of what a leader <u>does</u> under particular circumstances. Stressing the behavioral aspects of leadership development is a must if leadership processes are to meet the challenge of providing essential linkages between management and governance.

UMC/CLR Intern-Scholars Program

INTERNSHIP GUIDELINES

I. Purpose of Internship:

The purpose of the internship phase of the Intern-Scholar program is to acquaint participants with the context in which the Libraries operate, to increase their awareness of some of the issues and problems facing higher education, and to increase their understanding of possible unmet information needs on the campus. The internship will provide an opportunity for the Intern-Scholars to participate in some aspect of university governance, administration, or operation which is external to the university libraries.

II. Duration of Internship: Four to Eight Months

Tentative Timetable for Spring 1987

Sponsors Contacted	January 1987
Interns Assigned	Late January 1987
Start Date	February 1987
End Date	June 5, 1987

III. Internship Placements

Interns will be assigned to high-level campus administrators who have agreed to participate in this program.

IV. Internship Activities:

1. Some of the areas to which interns may be assigned are: The Chancellor's Office Vice Chancellor for Administrative Services, Vice Chancellor for Students, Personnel and Auxiliary Services, Office of the Vice President for Academic Affairs, the Dean's Office of the College of Arts and Science, the Office of the Dean of the Graduate School the Office of Campus Computing, Office of Institutional Research, and the Provost's Office.

2. Internship Activities may be structured as follows:

   a) Direct involvement (for example-by providing staff assistance)
   b) Participant-Observation (for example-by serving on a study team or task force).
   c) Work on an applied research problem, especially one which allows for interaction with other administrative staff.

3. Time - Frames

   a) Intern and Sponsor will be expected to plan a schedule that will give the intern up to four (4) hours per week involvement in internship activities outside the the library.

   b) The internship schedule should reflect time commitments that the sponors and interns have agreed to maintain on a weekly basis throughout the internship period.

   c) It is highly recommended that Intern and Sponsor devote some time at the end of each week for planning for the following week.

UM-C/CLR Intern - Scholar Program

Guidelines for the Mentoring Component of Program

I) **Purpose of Mentoring:**

The purpose of the mentoring phase of the Intern - Scholar program is: 1) to introduce new librarians to the inner workings of the library, 2) to provide an atmosphere for developing broader understanding of research library management and operations, 3) to develop an atmosphere of mutual interests, problem - solving and mutual respect, a support group for all participants.

II) **Duration of Mentoring:** Six month Cycles (recommended minimum)

Tentative Timetable for 1st cycle

Recruitment/Selection of Mentors	Oct. 15 - Nov.5, 1986
Mentor Orientation Session #1	Nov. 12, 1986
Mentor/Intern Orientation Session	Nov. 19, 1986
Start Date	Dec. 1, 1986
End Date (Additional time or cycles Planned as needed by mentors/interns)	May. 29, 1987

III) **Selection of Mentors**

Choice of Mentors will be based on recommendation of interns, qualifications of candidates, willingness of candidates to help interns, and the ability of candidate to take personal satisfaction in seeing interns advance.

IV) **Mentoring Activities:**

1. Mentors will be encouraged to provide their mentees (interns) with one or more kinds of mentoring help:
   a) Instruction in technical as well as social - managerial skills,
   b) Advice on career goals and advancement strategies,
   c) Visibility and exposure
   d) Counseling about work - related problems
   e) Encouragement

2. Participate in seminars, special lectures, small-group discussions, and problem-solving exercises with interns, in areas of expertise and specialization.

3. Attend orientation sessions and progress meetings with CLR Program Directors.

4. Mentors will be encouraged to do their mentoring in the style most comfortable for them. Some approaches used by other participants in formalized mentoring programs are:

   a) Take mentees to formal and informal management meetings. Hold a session afterward with mentees.

   b) Arrange visits to various parts of the library and campus to broaden their perspective on organizational schemes.

   c) Complete actual projects together. Find ways to work together, on temporary basis, to solve a library related problem.

d) Help mentees write short-range and long-range career development plans.

e) Ask mentees to select a book or article on library operations or management and report on the reading to you and the other mentees. Talk about how the content could apply within the library.

f) Tell a personal career story. Share the high and lows of the career path.

5. Mentors will be expected to keep project directors informed of activities with brief monthly update memos, and to maintain records and evaluations of mentoring relationships and program development.